

PERFORMANCE TASK SAMPLE

English Language Arts

Grades 11-12

Is Nike a good corporate citizen?

The United Nations Global Compact Office has convened a session to consider the recent behavior of Nike. In 1997, serious human rights violations were uncovered. How is the company doing in the 21C?

Contents:

Competencies Assessed	2
Standards Addressed and Assessed	3
Student Assignment Sheet	4
Teaching Notes	5
Possible Learning Activities	6
Ideas for Differentiation	7
Nike Reading List	9

Is Nike a good corporate citizen?

Principal ELA competency assessed:

Construct Sound Arguments

Develop a viable, logical argument and defend it with sufficient, powerful evidence from texts and other media.

Additional ELA competencies assessed:

Investigate

Ask a question, formulate a thesis, design a strategy to answer the question, and gather the information necessary to complete the inquiry.

Develop Interpretations and Evaluations

Analyze and reflect upon texts of all kinds, in order to develop helpful ways of understanding the world we live in and the people in it.

Communicate

Communicate information and ideas clearly and effectively, adjusting to address different audiences and purposes.

Contribute

Work effectively as an individual, a member of a team, and a member of society to build communities that support a shared commitment to excellence in inquiry, analysis, interpretation, and communication; and to build a better society.

Common Core Standards addressed and assessed at a major level:

Reading Informational Text:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (*Note: this task does not assess “using advanced searches,” but should assess “following a standard format for citation.”*)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

(Note: additional standards are addressed and assessed at more minor levels, including some that depend upon students' choice of format for the final presentation. These standards are not listed here, in an effort to clarify major task emphases.)



ENVIRONMENT
CORRUPTION

Is N
Stude

Background.

In 2000, United Nations Secretary-General Kofi Annan introduced the Global Compact. The Compact is a voluntary agreement that sets the standards for responsible business practices and good corporate citizenship. It is based in ten agreed-upon principles that outline how businesses will address such issues as human rights, labor practices, the environment, and corruption.

You can read the ten principles here:

<http://www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/index.html>. (By clicking on each principle, you can go to a new page with more information.)

Your task:

The UN Global Compact Office has asked for the help of the public in investigating Nike, which, in the 1990s, had a troubling reputation. How is Nike doing today?

The Global Compact Office asks that you conduct research into Nike's 21C practices and make your argument before its council. You may choose to present this argument in any of these ways:

- in a written position paper
- as a videotaped presentation
- as a formal letter to the Office
- in another format that respects the seriousness of this work
- as a one-page website

Is Nike a good corporate citizen?

Teaching Notes

These notes contain a high level of detail, in an effort to clarify one way in which this performance task might unfold. Along with guiding the assessment itself, they integrate learning activities that prepare students for the assessment task. Students who have not yet mastered the competency of developing a powerful argument will find these activities helpful. Students who have achieved mastery may be able to move directly from Part 1 to Part 4, without the intermediate steps. Teachers are welcome to either follow these steps or create their own structures for teaching and assessment.

Part 1, a learning activity:

Students read and discuss the Ten Principles and an article on Nike sweatshops and consider the question of whether Nike was a good corporate citizen in 1997.

- Have students read the Ten Principles from the UN Global Compact (<http://www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/index.html>). Ask them to share their thoughts about such questions as:
 - Which seem most important?
 - Which might be easiest or hardest for companies to honor?
 - The UN claims these are “universally agreed-on” principles. Do you agree?
 -
- Have students read “Nike in Viet Nam: an eyewitness account,” at (http://www.clrlabor.org/alerts/1997/nike_worker1.html). How does this article intersect with the Ten Principles? How might the Global Compact Office evaluate Nike’s performance?
- Explain that the eyewitness report was written in 1997, when an investigative reporter revealed terrible conditions in Nike sweatshops. Explain that they will now use other texts to explore whether Nike is a good corporate citizen today.

Part 2, a first look via a small-group formative assessment:

Working in small groups, students consider one other text and write an argument based on that single text.

- Choose a selection of the texts included in the “Nike Readings List,” or use other readings that might be used to evaluate whether Nike is a good corporate citizen. Make sure to include some texts that suggest good corporate citizenship and some that suggest poor corporate citizenship.
- Divide the class into small groups, explaining that each group will prepare a briefing paper for UN representative who will argue this case in a Global Compact Office. Each group will have access to one source of information only.
- Allow each team time to prepare its strategy for considering the source, read or view it, collect appropriate evidence, and take a position—will they support or

attack Nike? Have each student then write a paragraph independently, creating an argument from the source.

- Have students return to their groups to review the paragraphs written by each of their members. Ask them to either choose one excellent model or else create a new paragraph that includes evidence from several of the responses. Ask one member of each group to present its findings to the UN Compact Office (the class). (Note: the individual paragraphs written by students should be collected as formative assessments. Teachers might use them to gauge students' ability to make an argument based on a single source, to provide feedback against the argument competency, and to offer any required re-teaching or coaching.)

Part 3, preparing for the performance task:

Students consider the different perspectives revealed through different texts.

- Ask why the groups do not agree in their answer to the question. Allow students to discuss their thoughts in small groups or as a whole class. Call attention to responses about
 - the different information each text contains,
 - the person or group who created the text, and
 - the point of view each text represents.

As necessary, revise a class list of the qualities of an effective argument.

Part 4, the performance task itself:

Students read and analyze multiple texts, then develop and present their argument.

- Explain that the task now is to develop an argument about whether Nike is a good corporate citizen, based on the Ten Principles and the analysis of several texts.
- Assign a set of three texts (in addition to the one students already read), making sure that they present a variety of perspectives. Allow time for reading, analysis, organization of thoughts and ideas, and creation of the final performance.

Part 5, learning from the assessment:

Students explore larger questions raised by the assessment.

- Based on their exploration of a larger, more diverse set of resources, how did students adapt their answer the question? Use responses to explore these ideas about arguments, as appropriate:
 - Few complex questions have easy, one-sided answers.
 - Before one can develop a complete and effective argument, one often has to consider different information and varying viewpoints.
 - Effective arguers anticipate and address the possible objections to their arguments.
 - Sometimes it is very difficult to draw definitive conclusions, either because of insufficient evidence or because of the complexities of the issue.
 - The strongest arguments might not be those that take the strongest

position. Instead, many strong arguments seek a middle ground, accounting for multiple perspectives.

Possible Learning Activities:

These activities might form the heart of the Stage 3 learning plan, to help students build background knowledge and skill, deepen their understanding of effective arguments, and practice the kind of writing and/or speaking that they will require for their assessment.

- Thinking and re-thinking around the question “What is a powerful argument?” Students might begin a class list, then refine it after each reading, writing, or discussion, based on new understanding.
- Write and perform short dialogues of ineffective arguments. Students who are listening analyze and explain the reasons why the arguments were ineffective.
- Consider a character from a piece of literature that students have read in a previous unit. Ask students to assign a set of adjectives that describe that character (e.g. brave, confused, organized, mean). Then, have them choose one of those adjectives and create an argument to support their choice.
- Repeat the above, using a favorite TV, movie, or video game character.
- Read multiple short texts that contain arguments, including some strong arguments and some weak arguments, with analysis.
- Review sample responses to a constructed-response test question that required test-takers to create an argument. Students can assess each response against a rubric, explaining and justifying their rankings.
- Read a text that presents one point of view, then develop an argument based on that text (e.g. after reading an environmentalist’s discussion of genetically-modified foods, students develop an argument on whether to ban them).
- After developing an argument based on a single text, read a new text that presents a conflicting perspective. Students identify the areas of disagreement, analyze the reasons for the difference, and write to integrate both perspectives.
- Read, and analyze the construction of, a longer text that contains an exemplary, complex argument that considers many pieces of evidence and multiple perspectives.
- Read and discuss texts about corporations, including at least one about multinational corporations (to provide some baseline information for the task).
- Mini-lessons, as required, on such topics as citing from a text, using transitional language, elements of Standard English.
- (Also, the learning activities detailed in the “Teacher Notes” to the performance task.)

Ideas for Differentiation

(the beginnings of a list)

- differentiate by reading level in the choice of texts assigned to individual students
- support students in choosing an appropriate mode for sharing their argument (see the student assignment sheet for possible modes)
- to extend this unit into the realm of research, have students develop a search strategy, search for articles independently, and refine the strategy in light of results. Students might work in groups for this research, with different groups responsible for finding different kinds of evidence.
- integrate additional visual texts of various sorts, including videos, photographs, and/or charts and graphs
- support English language learners by including vocabulary keys for more challenging texts or offering simplified versions
- engage interest in the United Nations and its Ten Principles by developing learning activities around one or more of them
- allow students who are not interested in Nike or sports to complete a similar task around the corporate responsibility of a different company. Drug companies, for example, might be explored around the issue of human rights in making drugs available to the poor, cosmetics companies might be explored around animal testing.

Nike Readings List

Note to the teacher: as with any suggested reading list, some titles are likely to be more appropriate for your classroom than others. The readings below vary in length, text complexity, and level at which they address sophisticated themes (such as human rights violations or drug use). Please review each text before introducing it to students. Also all internet links were live at the time this list was compiled but, as is often the case, they might not remain live.

- **Sources suggesting a positive image:**
 - “Nike Inc. Running Against Global Warming” from the World Wildlife Fund at <http://www.worldwildlife.org/sites/race/index.html?can=news>
 - “Worn Out, Play On,” on recycling Nike shoes, on Nike website at <http://www.nikereuseashoe.com/>
 - The Girl Effect, at <http://www.girleffect.org/> (note: this initiative was developed by the Nike Foundation, the philanthropic arm of the Nike company).
 - How Nike is Changing the World, One Factory at a Time, at <http://ethisphere.com/how-nike-is-changing-the-world-one-factory-at-a-time/>
 - “Nike Outfits World Cup Teams in Jerseys Made From Recycled PET Bottles” at <http://www.ecouterre.com/nike-outfits-world-cup-teams-in-jerseys-made-from-recycled-bottles/>
 - “Nike Launches World Cup Kits,” (also about recycled materials in World Cup jerseys) at <http://theoriginalwinger.com/2010-03-01-nike-launches-world-cup-kits>
 - “Nike, Inc. Donations Top \$4 Million to Hurricane Katrina Relief Efforts,” at http://www.csrwire.com/press_releases/24958-Nike-Inc-Donations-Top-4-Million-to-Hurricane-Katrina-Relief-Efforts
 - “Nike Donations,” at <http://www.tascorp.org/content/opportunities/detail/3306/> Also, click the link on that page to go to the “Giving Guidelines” page of the Nike website
 - “Gamechangers: Change the Game for Women in Sport,” funded by Nike, at <http://www.changemakers.com/womeninsport>
- **Sources suggesting a negative image:**
 - A CNBC video investigation at <http://www.cnbc.com/id/15840232?video=647569428&play=1>
 - “Lern’s story: Nike in Thailand” at <http://www.oxfam.org.au/explore/workers-rights/nike/nike-worker-speaks-out>
 - “Nike faces new worker abuse claims” at <http://www.cnbc.com/id/43736542>
 - “Nike faces anti-drug backlash to T-shirts,” at <http://sports.espn.go.com/boston/news/story?id=6698237> (similar articles can be found easily by searching “Nike anti-drug”)
 - “All for Japan: Every Mile Counts,” from the Nike site, on a fund-raiser for Japan: http://inside.nike.com/blogs/nikerunning_news-

- en_US/2011/03/28/all-for-japan-every-mile-counts
 - <http://green.blogs.nytimes.com/2010/02/02/nike-makes-environmental-strides-and-abandons-carbon-offsets/>
 - Video: “Dirty Laundry: Detox campaign background,” by Greenpeace, at <http://www.youtube.com/watch?v=Zkou6xAb6Rw&feature=relmfu> (Nike uses the Youngor factory)
- **Presenting a mixed picture, but more positive than negative:**
 - “Citizen Nike,” from *Fortune* magazine
http://money.cnn.com/2008/11/17/news/companies/levenson_nike.fortune/index.htm